Proposal for the payment of sessional teachers – Centre for Lifelong Learning

Pay Rates

All rates to be linked to the University Spinal Point. It is envisioned that the majority of sessional teachers within CLL will be employed at grades 6 and 7, equivalent to the Teaching and Senior Teaching Fellow roles, with the occasional need for specialists at grade 8, equivalent to the Principal Teaching Fellow. Currently CLL does not employ CLL-based PhD students and to date has not employed any sessional staff at a pay rate lower than that of a Teaching Fellow. While some of CLL’s sessional tutors do not possess PhD qualifications, they will always have the professional qualifications and experiences to warrant employment at grade 6 or higher. Where departmental PhD students are employed on the Certificate programme, they will be paid at a rate from the grade 5 pay band.

The grade band to be used will be determined largely based on criteria used for standard teaching only roles, as below. It is anticipated that, as with salaried appointments, the bottom point of the grade band would be offered unless sufficient justification is provided to offer at a higher point. This could include level of skills and experiences, market rates, etc. It is assumed that sessional teachers would not receive automatic spinal increments.

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<tr>
<th>Grade</th>
<th>Roles/accountabilities</th>
<th>Skills and experiences</th>
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<tr>
<td>FA5</td>
<td>Carry out teaching within a clear and established programme, with assistance and support. Develop own teaching materials, with assistance and support. Write handouts and other basic learning support materials. Set and mark assignments and contribute to the development of examination questions. Assess student progress and provide feedback. Undertake duties related to course administration, such as attendance records, etc. Attend programme meetings and exam boards, as required.</td>
<td>Good honours degree or equivalent. An aptitude to develop sufficient breadth or depth of specialist knowledge in the discipline and of teaching methods and techniques to work within own area. May be expected to undertake, or have undertaken a teaching certificate or training. Understanding of equal opportunity issues as they may impact on areas of teaching.</td>
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<td>FA6</td>
<td>Teach as a member of a teaching team in a developing capacity within an established programme of study, with the assistance of a mentor if required. Develop own teaching materials, methods and approaches with guidance. Identify learning needs of students and define appropriate learning objectives. Ensure that content, methods of delivery and learning materials will meet the defined learning objectives. Supervise the work of students, provide advice on study skills and help them with learning problems. Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students. Reflect on practice and the development of own teaching and learning skills. Undertake duties related to course administration, such as attendance records, etc. May be expected to attend departmental meetings.</td>
<td>Honours degree and relevant professional or postgraduate qualification. Sufficient breadth or depth of specialist knowledge in the discipline and of teaching methods/techniques to work within area. Competence in teaching. Developing familiarity with a variety of strategies to promote and assess learning. Understanding of equal opportunity issues as they may impact on areas of teaching.</td>
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<td>FA7</td>
<td>Design teaching material and deliver either across a range of modules or within a subject area. Use appropriate teaching, learning support and assessment methods. Supervise undergraduate and postgraduate student projects, field trips and placements, where appropriate. Identify areas where current provision is in PhD or equivalent. Evidence of professional and/or academic profile within field of expertise. Proven ability and achievements in teaching. Sufficient breadth or depth of specialist knowledge in the discipline to develop teaching programmes and the provision of learning support. Ability to use a range of delivery techniques to enthuse and engage students.</td>
<td>Approved by Chair of ARC, 8 September 2015</td>
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need of revision or improvement. Contribute to the planning, design and development of objectives and material. Set, mark and assess work and examinations and provide timely feedback to students. Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high level skills and a range of media. Take responsibility for academic rigour of modules / courses. Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking. Engage in subject, professional, pedagogic and practitioner research and other scholarly activities. Engaged in continuous professional development, and intending to continue. Familiarity with a variety of strategies to promote and assess learning. Understanding of equal opportunity issues as they may impact on areas of teaching. Ability to support and develop colleagues pedagogical practices.

| FA8 | As per FA7, plus Apply professional and/or academic skills and knowledge to the design and delivery of specialist provision. Be responsible for academic duties (i.e. setting examination questions, marking, and invigilation and pastoral support of students) required to sustain the delivery of high quality teaching. Good honours degree and possession of a PhD or equivalent. In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field. Proven ability and major achievements in teaching, demonstrated by consistently high quality and a substantial record in teaching. Nationally recognised in own field of specialism. Engaged in continuous professional development. Understanding of equal opportunity issues as they may impact on areas of teaching. |

**Work Allocation Model**

CLL are in the process of agreeing a revised work allocation model with salaried staff and this will be rolled out to inform the number of hours to be paid to sessional staff. It is recognised that the new model is in its infancy and therefore we be reviewed throughout the coming academic year and refined where necessary.

The main elements that would apply to sessional staff are as follows:

Lectures – for every contact hour, a further hour’s preparation would be allowed. For tutors delivering new modules the preparation time would be doubled to two hours preparation for every classroom hour. Consideration is being given for additional hours to be paid for tutors who are delivering a pre-existing module for the first time, in recognition of time required to familiarise themselves with existing teaching resources.

Seminars – these would be paid on an hour-for-hour basis.

Facilitators – Where used, these are paid on an hour-for-hour basis.

Team-teaching – this is likely to vary from programme to programme and further discussions are taking place with programme areas that utilise team-teaching.

Marking – 2 hours would be allowed per student on a standard 30-credit module. The hours would be pro-rata for larger and smaller modules, or where marking is shared between two or more individuals. CLL would retain the right to vary this where the assessment methods are non-standard or more (or less) onerous than the norm.

Attendance at meetings with Programme Directors, training days, exam boards etc – paid on an hour-for-hour basis

Payment to link tutors for workplace visits to students on courses with work-based learning – 4 hours per visit. Number of visits per student to be pre-agreed with Programme Director

Payments to personal tutors – 3 hours per student per year.

Classroom Observations for ITT courses – average 5 hours per observation; however additional hours can be authorised by the Programme Director for observations further afield.

Approved by Chair of ARC, 8 September 2015
**Red-circling of Pay**

CLL have a number of legacy pay arrangements in operation where staff could be disadvantaged by the implementation of the above pay rates and the new work allocation model.

It is proposed to 'red-circle' the pay of individuals in this situation for the forthcoming year only. The tutor will be moved to the appropriate pay rate using the above criteria, but an additional payment will be made to make up the shortfall.

CLL will discuss individual cases with HR to determine whether in some cases it is more appropriate to move staff onto a fractional salaried contract.

**CLL Implementation Group**

CLL have established an implementation group for the project consisting of the Director, Assistant Director, and Centre Administrator. One of the functions of this group will be to determine appropriate pay rates for sessional staff based upon information provided by the Programme Directors, which will include the tutor’s CV and information relating to market rates etc.